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ABSTRACT

Project CASS (Career Awareness/Survival Skills) in its first year of a two-year funding cycle provided English as a second language (ESL) and native language instruction, as well as bilingual instruction in mathematics, science, history and economics, to 250 low income, Spanish speaking students at South Bronx High School. The program's primary goal was to prepare students both linguistically and academically for the occupational world in the shortest time possible. To this end, students were provided with language instruction and with opportunities to develop those survival skills necessary for obtaining employment and being financially self-supporting. Program activities and services (provided with Title VII, Chapter 1, tax-levy, and Module 5B funds) included curriculum materials development, peer tutoring, personal and vocational guidance, and staff development efforts. Parent involvement in Project CASS was limited. Quantitative analysis of student achievement indicated that in ESL and native language studies, participants achieved program objectives. The objective of a 65 percent passing rate in mathematics, science and social studies was achieved only by 10th grade science students in the fall and spring, and 11th grade science students in the fall. No data were provided in the area of career awareness. (GC)

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SOUTH BRONX HIGH SCHOOL

PROJECT CASS

1982-1983

OEE Evaluation Report

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O.E.E. Evaluation Report

February, 1984

Grant Number: G00-820-2905

SOUTH BRONX HIGH SCHOOL

PROJECT CASS

1982-1983

Principal:
Joseph de Jesus

Project Director:
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U0023707

A SUMMARY OF THE EVALUATION
FOR PROJECT CASS
(CAREER AWARENESS/SURVIVAL SKILLS)

SOUTH BRONX HIGH SCHOOL

1982-1983

This program, in its first year of a two-year funding cycle, provided instruction in E.S.L. and native language studies, as well as bilingual instruction in mathematics, science, history, and economics to approximately 250 low-income Spanish-speaking students of limited English proficiency concentrated in grades nine and ten. Seventy-three percent were foreign-born, 49 percent in Puerto Rico. All program students were Hispanic -- many were immigrants to the New York City area -- and spoke Spanish at home. The students varied in English language proficiency, ability in the native language, and overall academic preparedness.

The primary program goal was to prepare students both linguistically and academically for the occupational world in the shortest time possible. The stated program philosophy was to expedite the acquisition of English through native- and second-language instruction. Students were simultaneously given bilingual instruction in the content areas in an effort toward full mainstreaming. Additionally, Project CASS sought to increase students' chances of success by providing opportunities to develop those survival skills necessary for obtaining employment and maintaining a self-supporting existence.

Title VII funds supported the program's five staff positions: a program director; an E.S.L. resource teacher; a community liaison/guidance teacher; an educational assistant; and an office aide. Other administrative and instructional services were provided by a combination of tax-levy, Chapter I, and Module 5B funds. Curriculum materials had begun to be developed in the areas of global history and American studies. No instructional materials in the area of career awareness/survival skills were developed during academic year 1982-83. The majority of supportive services to program students and their parents were provided by the community liaison/guidance teacher in the form of personal guidance, vocational education, and in her role as liaison between students/parents and school personnel. In addition, an after-school Peer Tutoring Project provided help for students with academic problems. Development activities for staff members included regular group meetings, individual sessions, monthly departmental conferences attended by all members of the bilingual department, demonstration lessons, as well as attendance at university courses, a career conference, and an E.S.L. teacher-training workshop.

Parental involvement was extremely limited because program parents -- like most South Bronx parents -- declined to participate in school affairs. A CASS Parent Advisory Council, composed of eight parents, was formed at the beginning of the school year; however, no information regarding further action was provided.

Students were assessed in English language development (Criterion Referenced English Syntax Test) and mathematics, science, social studies, and native language studies (teacher-made tests). Quantitative analysis of student achievement indicated that:

--Program students mastered 1.3 CREST objectives per month of E.S.L. instruction in the fall and spring, thus meeting the proposed criterion level.

--The objective of a 65 percent passing rate in the content areas of mathematics, science, and social studies was achieved only by tenth-grade science students in the fall and spring and eleventh-grade science students in the fall.

--In native language studies, the overall passing rates were 77 percent in the fall and 80 percent in the spring, thus achieving the program objective in this area.

--As no data were provided in the area of career awareness, students' achievement could not be evaluated.

The following recommendations were aimed at improving the overall effectiveness of the program:

--Continuing to communicate with the Parents' Association and disseminating the Project CASS newsletter in Spanish to program parents;

--Reviewing survival/life skills, career-oriented materials with the aim of identifying problems common to all immigrant groups in bilingual settings, resulting in a foundation for the curricula to be designed and/or adapted during academic year 1983-84.

--Examining the pattern of performance in mathematics and social studies courses for possible teacher effects, student preparedness, and the relationship of teacher-made instruments to curricula.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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CAREER AWARENESS/SURVIVAL SKILLS (CASS)
BILINGUAL PROGRAM

Location:	South Bronx High School 701 Saint Ann's Avenue Bronx, New York 10455
Year of Operation:	1982-1983, First of Two Years
Number of Students:	Approximately 250 Students
Target Language:	Spanish
Principal:	Joseph de Jesus
Project Director:	Christine J. Kicinski

I. CONTEXT

COMMUNITY SETTING

The Career Awareness/Survival Skills (CASS) Bilingual Program operated during 1982-83 at South Bronx High School in the Bronx borough of New York City. The South Bronx is one of the most economically depressed areas in the United States. Vacant lots, deserted tenements, boarded-up storefronts, and the ravages of arson surround the school. The few remaining inhabited blocks are beset by crime, unemployment, poor health, and social, ethnic, and cultural isolation. There are signs, however, of renewal: a large new city housing project and a new post office have opened near the high school; the local community board has plans under way for capital construction, sewer improvement, and clearing empty lots, and the business hub at 149th Street and Third Avenue has added new stores.

The population of the South Bronx is mostly Hispanics and blacks, with a small number of newly arrived refugees from Asian countries. The South Bronx is a major port of entry for Hispanics, and Spanish is the language most frequently used. Government and community agencies that serve the Hispanic residents use Spanish, shopping areas provide services in Spanish, and students and their families use Spanish both at home and in the community. Most Hispanic residents feel that English is not needed for survival there. The Hispanic students' only use of English is at school and with black peers; the English they speak is usually dialectal.

SCHOOL SETTING

The South Bronx High School building was saved from demolition in 1977 when the school was designated an academic bilingual school. The district already had a bilingual elementary school, junior high school, and community college. With the designation of the bilingual high school, it became possible for a student to go from kindergarten through two years of college in a completely bilingual setting.

The high school served 1,021 students in 1982-83.* Of these, 747 (73 percent) were Hispanic and 268 (26 percent) were black.

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*Source. Pupil Ethnic Composition Report, October, 1982, Office of Student Information Services, Board of Education of the City of New York.

II. STUDENT CHARACTERISTICS

The 1982-83 CASS student population was of Hispanic descent and was concentrated in the ninth and tenth grades. All CASS targeted students were considered to be of limited English proficiency (LEP). In addition, to qualify for the bilingual program, students had to either be admitted from feeder junior/intermediate high schools or non-public schools in areas that had never received Title VII funds, have no previous experience with the English language as a tool for learning, or never have been served by Title VII.

Another factor taken into consideration was family income: students were selected whose families had average annual incomes below the nation's average. Many came from families that were recent immigrants to the New York City area. Table 1 shows the number and percentages of program students by country of birth.

New students were tested and placed by means of the Language Assessment Battery (LAB), which determines English and Spanish proficiency in listening, speaking, reading, and writing. Oral abilities were further measured by a speaking test administered to each student. In addition, students were tested in Spanish with the Interamerican Series, La Prueba de Lectura to determine their reading level in their native language.

All participants were either recent arrivals in the United States and had no opportunity to learn English or were born in the United States but had not achieved English proficiency, in the opinion of program staff, because of the Spanish milieu in which they lived. These factors were of course a major constraint in their effective functioning in subject areas where English was the vehicle of instruction.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	127	49
Dominican Republic	20	8
Haiti	1	less than 1
Cuba	1	less than 1
Mexico	4	2
Honduras	11	4
Guatemala	1	less than 1
El Salvador	9	3
Colombia	3	1
Ecuador	13	5
U.S.	69	27
TOTAL	259	100

- Most program students were born in Puerto Rico.
- Over one-fourth of the students were born in the United States.

Moreover, according to faculty members, some students whose families were constantly on the move had histories of academic retardation and interruption of schooling. Some, it appeared, had never been in school prior to enrolling at South Bronx; others had as few as three years of schooling. Thus in their native language they ranged from functional illiterates to above average. In English as a second language, they ranged from low elementary to advanced levels.

Table 2 shows the number and percentages of students by sex and grade. Table 3 shows the number of students by age and grade, and Table 4 presents the time spent by students in the bilingual program.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	44	30	101	70	145	56.0
10	27	35	49	65	76	29.3
11	8	25	24	75	32	12.4
12	1	17	5	83	6	2.3
TOTAL	80		179		259	100.0

- Most program students were in the ninth and tenth grades.
- Sixty-nine percent of the students were female and 31 percent were male.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	23				23
15	43	16	1		60
16	41	25	10		76
17	23	21	9		53
18	11	10	7	4	32
19		3	1		4
20			2	2	4
21			2		2
22	1				1
TOTAL	142	75	32	6	255

Overage Students					
Number	76	34	12	2	124
Percent	53.5	45.3	37.5	33.3	48.6

Note. Shaded boxes indicate expected age range for grade.

- Forty-nine percent of the program students were overage for their grade.
- Most overage students were in the ninth and tenth grades

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Totals
<1 Academic Year	2	2	0	0	4
1 Academic Year	99	39	9	2	149
2 Academic Years[b]	39	28	11	2	80
3 Academic Years[b]	2	3	6	2	13
4 Academic Years[b]	0	1	5	0	6
5 Academic Years[b]	0	1	0	0	1
TOTAL	142	74	31	6	253

[a]rounded to the nearest year.

[b]reflects participation in previous Bilingual Basic Skills Program (1978-1982) or feeder school programs.

- By June, 60 percent of the students had been in the bilingual program for one year or less.

III. PROGRAM CHARACTERISTICS

GOALS AND OBJECTIVES

The primary goal of CASS was to prepare its students linguistically and academically for the world of work in as short a time as possible. The idea was to include the teaching of vocational skills in all subject-area courses, including English as a second language (E.S.L.).

Specific objectives for participants for the 1982-83 academic year included:

1. all students participating in E.S.L. classes would master an average of one curricular objective per month of instruction;

2. 65 percent of students in content-area courses (mathematics, science, social studies, and Spanish) would pass them;

3. 80 percent of the students participating in career awareness activities would improve their knowledge of careers and survival/life skills by either passing teacher-made tests in instructional units relative to these areas or achieving a satisfactory rating in the mastery of job-related activities (interview skills, telephoning, writing a resume).

In the area of curriculum development, the goal was to develop or identify at least one curriculum unit in each of the following areas: exploring careers, school survival skills, job survival skills, and community survival/life skills. In addition, all teachers in the program were to receive training in the use of these materials.

In the area of staff development, the goal was for at least two teachers to take six credits at colleges or universities in areas related to E.S.L., bilingual education, or career education.

In the area of parental participation, parents were to be informed of program activities, relevant aspects of school rules and

activities, and student progress by means of an orientation session, at least two informative flyers, and telephone contacts for academic warnings and disciplinary problems as the need arose.

It was futher expected that the program students' level of aspiration would be raised as a result of the new skills they were to acquire. This would in turn result in an improvement in their overall academic achievement as they began to see that this better academic preparation was making them ready for gainful employment.

PHILOSOPHY

The CASS Bilingual Program's philosophy was an outgrowth of the basic philosophy of South Bronx High School, which states that "children of isolated ethnic backgrounds who are academically handicapped can surpass their deficiencies through the combined efforts of their work, positive educational reinforcement, sound instructional practices and methods, and close parental and community involvement." South Bronx students are placed in E.S.L./English courses so that they can become proficient. At the same time they are given bilingual instruction in science, social studies, mathematics, and native language studies. All the while, they are encouraged to participate in mainstream classes in as short a time as possible.

CASS aimed to enhance its students' chances of success. This entailed offering them opportunities to obtain survival skills that would put them in professions or careers that would provide a self-supporting existence. To do this, students needed to expedite the

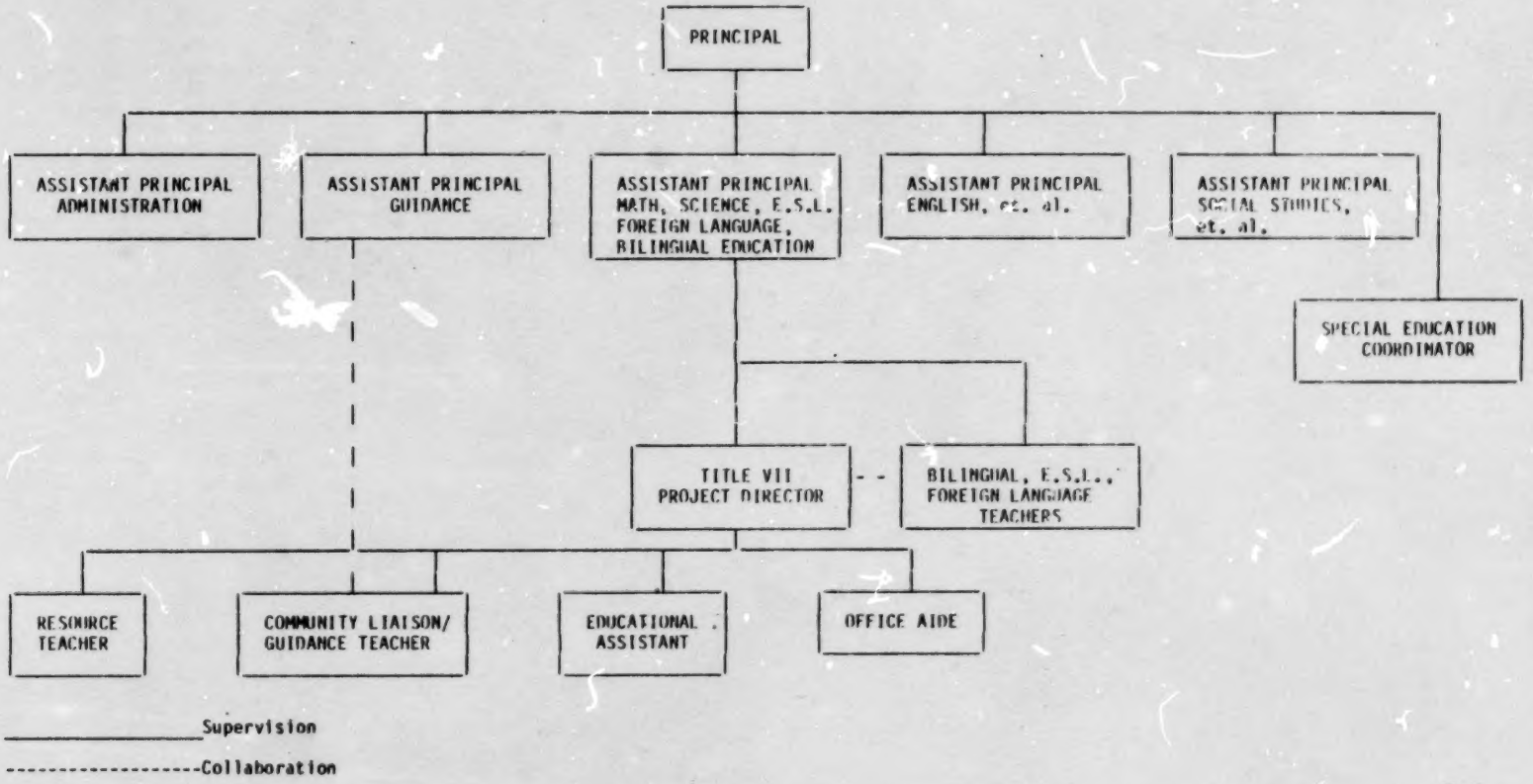
acquisition of English, become aware of the careers that were available to them, understand the training needed for entry into these careers, learn about the most effective ways to enter the world of work, be culturally aware of the existing values of such a world, and above all, realize their own marketability as bilingual individuals with a variety of special skills to offer. Since these students came from families that were socially isolated, the best place they had to learn about the United States job market was the school.

HISTORY AND ORGANIZATION OF SERVICES TO BILINGUAL STUDENTS

Since its opening, South Bronx High School had an Aspira Consent Decree bilingual program that offered E.S.L., native language studies, and bilingual subject-area courses. There was also a Bilingual Basic Skills Program funded by Title VII from 1978-79 through 1981-82. The CASS Bilingual Program began operation in September, 1982. Figure 1 shows the place of the CASS program in the South Bronx High School organization.

FIGURE 1

CASS Location Within the South Bronx High School Organization



PERSONNEL AND FUNDING

The Title VII staff included five positions -- a program director, an E.S.L. resource teacher, a community liaison/guidance teacher, an educational assistant, and an office aide.

The CASS program director was supervised by the South Bronx principal and the assistant principal in charge of bilingual education, E.S.L., foreign languages, mathematics, and science. The director's duties included communicating with Washington regarding the program proposal; meeting with representatives of the New York City Public School's Office of Bilingual Education to discuss program implementation, financial and progress reports, technical assistance, and budget modifications; preparing and supervising the program budget and expenditures; and overseeing evaluation procedures. The director also coordinated the creation and implementation of the program curricula, supervised the program's staff, selected personnel, and scheduled and supervised the testing program. In addition, she reported periodically to the principal and assistant principal in charge of the bilingual department and maintained communication with the school's guidance counselor and other assistant principals.

The program's E.S.L. resource teacher was in charge of developing E.S.L. curricular materials related to career awareness and survival skills. She also assisted the director in data collection, selection of materials for the program, E.S.L. placement of target students, administrative tasks, program implementation, and training of the program's professional and paraprofessional personnel.

The community liaison/guidance teacher was the academic advisor for program students. She communicated with parents about student progress, contacted community agencies to obtain materials, invited guest speakers, and arranged field trips for students. She also assisted the director in implementing and administering the program.

The educational assistant helped classroom teachers prepare and maintain records, duplicated materials, maintained audiovisual equipment and other classroom materials, and assisted in preparation of data, testing of students, and group and individual instruction.

The office aide handled such general office work as answering the phone, typing, giving out information about the program, and keeping files.

In addition to the Title VII staff, tax-levy funds supported the assistant principal, a bilingual guidance counselor, a bilingual mathematics teacher, a bilingual science teacher, two Spanish teachers and an E.S.L. teacher. Chapter I funds supported three E.S.L. teachers and two educational assistants. A bilingual social studies teacher was supported by Module 5B funds.

Table 5 lists the personnel serving the bilingual students and sources of funds supporting the program.

TABLE 5

Funding of Instructional and Non-Instructional Personnel

Category	Funding Source	Personnel
Administration and Supervision	Title VII Tax-Levy	Project Director Assistant Principal
Curriculum Development	Title VII	Resource Teacher, Community Liaison/Guidance Teacher
Supportive Services	Title VII Tax-Levy	Community Liaison/Guidance Teacher Guidance Counselor
Staff Development	Chapter I Tax-Levy Title VII	E.S.L. Staff Development Specialist Assistant Principal Project Director and University Courses
Parental and Community Involvement	Title VII	Project Director and Community Liaison/Guidance Teacher
Secretarial and Clerical Services	Title VII	Office Aide
Teaching Staff	Chapter I Tax-Levy Module 5B	3 E.S.L. Teachers Mathematics Teacher, Science Teacher, 2 Spanish Teachers, E.S.L. Teacher Social Studies Teacher
Paraprofessional Staff	Title VII Chapter I	Educational Assistant 2 Educational Assistants

STAFF CHARACTERISTICS

As a group, the Title VII staff showed considerable experience in bilingual education. The CASS program director had been working with the public school system as a teacher and administrator for ten years, while the community liaison/guidance teacher had worked with bilingual student populations for 15 years. The three-member paraprofessional team had a combined experience of 44 years working with LEP students.

Of the 12 professional teaching and administrative staff members of the program, nine had bachelor's and master's degrees, one had a master's degree and a doctoral degree, one had a bachelor's degree, and one had a bachelor's and had nearly completed a master's degree. One of the paraprofessionals held a degree from her native country.

The entire professional staff was certified in the areas they were teaching or administering; all, except the E.S.L. teachers, were bilingual in English and Spanish. The characteristics of the CASS staff are included in the appendices.

IV. INSTRUCTIONAL COMPONENT

PLACEMENT

Records of possible candidates for the CASS program were reviewed by the community liaison/guidance teacher to determine whether they had scored below the twenty-first percentile on the English LAB and higher on the Spanish version. If the student was newly arrived, he or she met with the counselor for a personal interview; placement was based on information obtained from the student and parent and/or any documents they provided.

Once the student was tested and identified as LEP, the Criterion Referenced English Syntax Test (CREST) was used to assign specific courses. Each student was placed in E.S.L. classes according to the student's level of English proficiency.

INSTRUCTIONAL PROGRAM

CASS offered a variety of courses, including E.S.L., native language arts, and various subject areas. These courses followed an interdisciplinary approach to teaching survival skills. Vocational skills were integrated when possible. According to the program director, orientation/autobiographical information-giving, library skills, telephone communication skills, shopping, transportation, applying for a social security card, filling out a job application, reading a classified ad, job interviews, writing a resume, and letter writing were included in E.S.L. classes; map-reading and chart interpretation were emphasized in the bilingual social studies and science classes; units on practical (consumer) mathematics including money management (unit pricing, computing

salaries based on hourly wage, reading a time card, installment buying) and banking and taxes (interest, commission, finding the total cost of a purchase) were integrated with the fundamentals of mathematics classes, and a unit on banking was integrated with the economics class.

English as a Second Language

Students received an average of three periods of English instruction a day (two in listening, speaking, and writing and one in

TABLE 6

Instruction in English as a Second Language (Fall and Spring)

Course	Number of Classes		Average Class Register		Curriculum
	Fall	Spring	Fall	Spring	
E.S.L. Level 1	2	1	10	16	Curricula were developed at the school in accordance with Bronx Superintendent's guidelines. See Appendix B for titles of books used.
E.S.L. Level 2	1	1	25	18	
E.S.L. Level 3	2	1	12	20	
E.S.L. Level 4	1	2	24	17	
E.S.L. Level 5	1	1	17	12	
E.S.L. Level 1 Reading	1	1	15	16	
E.S.L. Level 2 Reading	1	1	25	18	
E.S.L. Level 3 Reading	1	1	24	20	
E.S.L. Level 4 Reading	1	2	24	17	
E.S.L. Level 5 Reading	1	1	17	12	
E.S.L. for English Dominant Students	0	1	0	2[illegible]	

reading). Table 6 outlines E.S.L. instruction for fall and spring, 1982-83. All classes were for program students only, and all met five periods a week except Levels 1,2,3, which met ten periods a week.

Native Language Studies

Six courses in native language studies (Spanish) were offered. The aim of these courses was to increase the students' listening, speaking, reading, and writing skills in order to maintain a high level of fluency (both oral and written) in the students' native language. The majority of the Spanish classes were designed for students who had been in the United States for quite some time and who understood Spanish but were deficient in reading and writing skills. In addition, four classes were geared to recent arrivals. Table 7 lists Spanish courses for fall and spring, 1982-83. All classes met five periods a week.

Content-Area Courses

Bilingual content-area courses were offered in basic mathematics, algebra, general science, biology, history, and economics. According to the teachers, instruction at the beginning of the school year was entirely in Spanish and was to progress in some classes to an estimated 75 percent English usage. All of these courses were required for graduation and paralleled mainstream courses. Table 8 lists these bilingual content-area courses for fall and spring, 1982-83. All classes met five periods a week, gave one regular credit, and were attended exclusively by program students.

In addition, CASS students were fully integrated with mainstream students in physical education, art, music, and hygiene, affording them an opportunity to begin using their English skills.

TABLE 7

Instruction in Native Language Studies (Fall and Spring)

Courses	Number of Classes		Average Class Register		Curriculum
	Fall	Spring	Fall	Spring	
Spanish Level 1	2	0	34	0	Curricula were developed at the school in accordance with Bronx Superintendent's guidelines
Spanish Level 2	0	2	0	27	
Spanish Level 3	2	0	36	0	
Spanish Level 4	0	2	0	29	
Spanish Level 5	1	0	37	0	
Spanish Level 6	0	1	0	18	
Spanish Level 3 (New Arrivals)	3	0	38	0	
Spanish Level 4 (New Arrivals)	0	2	0	35	
Spanish Level 5 (New Arrivals)	1	0	40	0	
Spanish Level 6 (New Arrivals)	0	2	0	21	

TABLE 8

Content-Area Courses (Fall and Spring)

Fall Courses	Number of Classes	Average Class Register	Language of Instruction	Comments
Fundamentals of Math 1	2	25	Spanish 100%	Math curricula had to be translated into Spanish
Fundamentals of Math 2	1	16	Spanish 100%	
Fundamentals of Math 3	1	24	Spanish 100%	
General Science 1	2	29	Spanish 100%	
Biology 1	1	43	Spanish 80% English 20%	Spanish text, with English supplement
Global History 3	1	35	Spanish 100%	
American Studies 1	1	32	Spanish 70% English 30%	Materials had to be translated into Spanish
Spring Courses				
Fundamentals of Math 1	2	16	Spanish 100%	Math curricula had to be translated into Spanish
Fundamentals of Math 2	1	24	Spanish 100%	
Fundamentals of Math 3	1	15	Spanish 100%	
Algebra 1	1	30	Spanish 100%	
General Science 2	2	28	Spanish 100%	
Biology 2	2	21	Spanish 75% English 25%	Spanish text, with English supplement
Global History 2	2	33	Spanish 100%	
American Studies 1	2	18	Spanish 70% English 30%	Materials had to be translated into Spanish
Consumer Economics	1	11	Spanish 75% English 25%	

MAINSTREAMING

CASS aimed to mainstream its students as soon as possible. Mainstreaming generally was regarded as a major achievement by students and parents. Nevertheless, some parents chose to keep their children in the bilingual program.

Mainstreaming criteria followed the conditions stipulated by the New York City Public Schools: attaining a score above the twentieth percentile on the English LAB and passing the regular competency promotional examinations in reading, writing, and mathematics after three years of taking English courses.

In addition, CASS had a two-year evaluation plan for deciding whether a student would be mainstreamed. This evaluation included a review of the student's record, recommendations of classroom teachers and the community liaison/guidance teacher, and a review by the program director.

Each student due for mainstreaming was assessed individually and a determination was reached about the level of English and academic achievement the student had attained. As soon as students accomplished 80 percent of the CREST instructional objectives, reached the twenty-first percentile of the LAB, and passed the CREST for E.S.L. 5, they were transferred out of the program. By the end of the program's first year, 24 students had been mainstreamed.

CLASSROOM OBSERVATIONS

A member of the evaluation team visited six classes: native language studies (23 students present), E.S.L. reading (16 students), E.S.L. grammar (15 students), mathematics (11 students), biology (11 students), and global history (28 students).

Classroom facilities were found to be spacious and well-equipped, with adequate lighting and sufficient resources to motivate learning. Most instructors used the questioning technique to elicit student participation, and the majority of the students participated eagerly and with more than adequate responses.

A paraprofessional was used in the mathematics and biology classes. Her time was spent doing clerical work and helping individual students who seemed to need special attention.

In all classes, vocabulary was studied initially and discussed in isolation. This study was followed by questions about the content of each particular lesson. Students were allowed to answer questions, discuss matters both with the teachers and among themselves, ask questions about the lessons' contents, and manipulate any visuals being used. The biology teacher used real skeletons, which seemed to enthrall the students. In the native language studies class, the instructor used a recorded poem recited by a popular Puerto Rican actor.

Rapport between students and teachers was good. Students approached teachers and paraprofessionals without fear or hesitation. They seemed to enjoy participating in the different activities and conversing

with the teachers. Spanish was used predominantly in the content-area classes. However, English was used as needed in the biology class. English was used exclusively in both E.S.L. classes. When speaking to each other in all classes, students used both languages. It was evident that the students were in the process of learning English and were on their way to integrating it with their linguistic repertoire.

V. NON-INSTRUCTIONAL COMPONENT

MATERIALS

The program director told an evaluator that the acquisition of appropriate curriculum materials presented problems in this first year of the program. Funds were received late and were too little because of price increases. Furthermore, the program director was not familiar with career-oriented materials that could be used in content-area courses and had to educate herself before doing the ordering. As a result, orders were placed late, and were received too late to be of much use in 1982-83.

CURRICULUM DEVELOPMENT

Instructional materials, adapted to the special needs of the program students, were to be formally developed by the end of 1982-83. Other materials were to be translated by the program staff for use in the bilingual and native language studies classes. At the time of the evaluation, however, the staff had only begun to develop global history and American studies curricula. There seemed to be a great need for these, since they were part of the New York City Public Schools' new requirements and no materials were available yet in Spanish. Translations of accompanying textbooks for these two curricula were begun.

Some materials were developed based on commercial filmstrips and audio cassettes. Because these commercial products were not intended for LEP students and their level of English was too difficult, they were not satisfactory and had to be translated or simplified.

In the areas of interpersonal skills and the development of a positive self-image, the staff found no commercial materials available

in Spanish.

The goal of developing a curriculum in English and, where necessary, in Spanish to teach career awareness and survival/life skills in all courses was not accomplished in 1982-83.

SUPPORTIVE SERVICES

The community liaison/guidance teacher provided most of the support services offered to both students and parents. She helped students in their four-year planning, explained course requirements, and translated special codes found in the academic planning process. She met with students individually and in groups to discuss problems they were encountering. She also instructed students on careers and invited outside guests to speak to CASS students about careers. She organized a Career Day with mini-workshops for students, a Career College Fair sponsored by New York University, and a Latinas Conference sponsored by a private company. She designed and implemented a series of mini-lessons to introduce career options to students.

The guidance teacher met with as many parents as possible, even if their children had been mainstreamed. Parents saw in her a source of information and assistance. She served as a liaison between parents and other school grade advisors, between students and their grade advisors, and between the parents and the school-based support team. She was the official interpreter and translator in the guidance area. She attended several conferences to acquaint herself with materials to form a library of information for parents on community agencies and career options.

Another support service was the after-school Peer Tutoring Project, where students who were having academic problems could obtain help in doing their homework and in practicing English.

STAFF DEVELOPMENT

The program's main concerns were to assess and address the needs of staff members, make them aware of these needs, and train staff to develop career awareness materials and curricula that could be used in the content-area courses. Staff development activities at the school included both regular group meetings and individual sessions. Monthly departmental conferences discussed such items as strategies for improving teaching, coping with behavior problems, and other school concerns. These conferences were attended by all members of the bilingual department.

Demonstration lessons (going to future) and on-going individual assistance sessions were held for E.S.L. teachers and the bilingual social studies teachers on such topics as how to present a developmental lesson, how to motivate a lesson, questioning techniques, and how to write a good test. These teachers were thus exposed to specialized E.S.L. and bilingual instructional methods. Staff development activities outside the school, and university courses attended by CASS staff are listed in the Appendices.

PARENTAL INVOLVEMENT

The program's objective was for parents of target students to establish regular contact with the school and the bilingual program by participating in the Parents' Association and a Bilingual Parent Advisory Council. According to the CASS staff, this objective was not entirely

accomplished because program parents -- like most South Bronx parents -- declined to participate in school affairs. However, a large nummber of parents were in contact with the program staff on an individual basis through phone calls, letters, and individual conferences.

A member of the evaluation team talked with the president of the Parents' Association, who happened to have a child enrolled in the CASS program. She claimed that she did not know about CASS and was not aware that her child was a participant. In spite of this apparent lack of knowledge, it was evident that she was satisfied with the services since her child could have been mainstreamed but had chosen to stay in the program.

A CASS Parent Advisory Council composed of eight parents was formed at the beginning of the school year. No record of further action was provided.

AFFECTIVE DOMAIN

A member of the evaluation team met with a group of program students. They were excited about learning about such careers as zoology and architecture. Their expectations and aspirations appeared to be high. Their attitude toward the program was positive, and there was good rapport between staff and students.

As previously mentioned, by the end of the school year, 24 students had been transferred out of the program into mainstream classes. An additional 26 students were reported as having left the program: 22 students were discharged for unknown reasons; three ninth graders were classified as truant; and one eleventh grader dropped out of school.

VI. FINDINGS: STUDENT ACHIEVEMENT

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

ACQUISITION OF ENGLISH SYNTAX

The Criterion Referenced English Syntax Test (CREST) was used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

Program objectives were clearly stated in regard to student achievement on the CREST: the acquisition of one CREST objective for every month of attendance. The test was administered at the beginning and end of each term. Table 9 presents test results by semester. Data were missing or incomplete for 57 students in both terms.

Examination of Table 9 reveals that in the fall term, program students mastered an average of 1.45 CREST objectives per month on Levels I and II. The rate of matery for Level III students was 1.08. In the spring, students on Levels I and II mastered an average of 1.48 objectives per month while Level III students acquired 0.79 objectives per month. Overall, the program objective was achieved in this area.

TABLE 9

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
		Fall				
I	38	9.00	14.92	5.92	3.71	1.58
II	52	14.00	19.06	5.06	3.66	1.36
III	17	8.47	12.00	3.53	3.26	1.08
TOTAL	107	11.35	16.47	5.12	3.61	1.39
		Spring				
I	38	9.71	16.26	6.55	3.68	1.76
II	43	14.77	19.44	4.67	3.76	1.23
III	26	7.85	10.73	2.88	3.61	0.79
TOTAL	107	11.29	16.20	4.91	3.70	1.31

*Post-test minus pre-test.

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

Stated program objectives called for passing rates of 65 percent in content-area courses as a criterion. Table 10 presents enrollment and passing rates by semester.

The overall passing rates of students enrolled in mathematics classes were 49 percent in the fall and 31 percent in the spring. For science classes passing rates were 61 percent in both semesters. In social studies courses the rates were 48 percent and 51 percent for fall and spring, respectively. The strongest performances were among tenth- and eleventh-grade science students; the former achieved the criterion in both semesters. Overall, the objective in this area was not realized.

TABLE 10

Number of Spanish-Speaking Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects[a]

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics	56	53.6	22	36.4	10	50.0			88	48.9
Science	58	51.7	30	73.3	9	77.8			97	60.8
Social Studies	17	23.5	21	57.1	21	57.1	1	100	60	48.3
				Spring						
Mathematics	64	28.1	24	33.3	8	50.0	1	0.0	97	30.9
Science	57	54.4	27	74.1	11	63.6			95	61.1
Social Studies	66	43.9	30	60.0	17	58.8	1	100	114	50.9

[a]Mathematics courses reported include general mathematics and algebra. Science courses include general science and biology. Social studies courses include economics, American history, and world history.

NATIVE LANGUAGE ACHIEVEMENT

The stated program objective in this area was for a 65 percent passing rate in Spanish language classes. Table 11 presents enrollment and passing rates for students in this area of study. Overall passing rates were 77 percent in the fall and 80 percent in the spring. Thus the objective for native language achievement was attained.

TABLE 11

Number of Spanish-Speaking Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies

	Grade 9		Grade 10		Grade 11		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Fall	111	76	50	80	11	73	172	77
Spring	111	78	51	86	15	67	177	80

CAREER AWARENESS

The program objectives called for an evaluation of students' career awareness based upon either passing rates for relevant courses or the achievement of a satisfactory rating on job-related skills. As no such data were provided, this program component could not be evaluated.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The Career Awareness/Survival Skills Bilingual Program at South Bronx High School is the first career-oriented program geared to serve bilingual students at this school. In spite of the fact that funds were received somewhat late in the year, the evaluation team found the program to be appropriately staffed; its implementation had proceeded within its guidelines.

Students who participated in the program during 1982-83 received seven periods a day of regular academic instruction, including E.S.L., native language studies, and content-area courses. According to program staff, an attempt was made to integrate survival/life skills and career education with the general academic instruction in order to make students aware of future occupational opportunities.

Some units of the New York City Public Schools' global history and American studies curricula were translated. Although commercial materials were ordered, these were generally found to be not appropriate. The program staff lacked experience in choosing career-oriented materials, a problem complicated by the unavailability of survival/life skills and career-oriented materials in Spanish. The staff members concluded that they would need to rely on their own translations, modifications, and adaptations of English material.

The program's administrative staff was not successful in involving parents due to parental lack of interest in school affairs. However, the staff did make every effort to involve the parents including phone calls, letters, and flyers. At the same time, however, the commu-

nity liaison/guidance teacher provided a great deal of help to parents as well as to students.

Staff development activities, including school conferences, program demonstration lessons, outside workshops, and courses taken at the university level, resulted in improved and more effective teaching.

RECOMMENDATIONS

On the basis several site visits, classroom observations, and interviews with program personnel, the evaluation team makes these recommendations:

1) The program should continue to communicate with the Parents' Association, and disseminate the Project CASS newsletter in Spanish to program parents.

2) Survival/life skills, career oriented materials should be reviewed in order to identify universals -- problems and characteristics common to all immigrant and highly mobile groups in bilingual settings -- and these universals should be made the basis for the curricula to be designed and/or adapted in 1983-84.

3) Student achievement in mathematics and social studies courses appears to be poor (see Table 10). The program might examine the pattern of performance in these classes to explore possible teacher effects, student preparedness, and the relationship of the teacher-made examinations to curricula.

VIII. APPENDICES

Appendix A

Staff Characteristics: Professional and Paraprofessional Staffs

Function(s)	% Time Spent in Function	Date Hired	Education	Certification and License	Total Years of Experience	Years of Bilingual Experience	Years of Experience (E.S.L.)
Project Director	100	9/81	BA Span./Sec. Ed. MA Span./Sec. Ed.	NYC E.S.L. HS & Spanish DHS NYS Spanish Permanent 7-12	10	10	9 1/2
Assistant Principal	80	4/80	BA Math-Physics MA Admin./Superv.	NYC AP/Superv. Math DHS NYS School Admin./Superv.	11	11	3 1/2
Title VII Resource Teacher	100	10/81	BA French MA French	NYC E.S.L., French, Spanish NYS French, Spanish	6 JHS 10 HS	1	2
Community Liaison/ Guidance Teacher	100	10/82	BS Bio./Gen. Science MA Science	NYC Bio. & Genenal Science, Bil. Ancillary NYS Bio., Chem. & Gen Science	15	12	0
Title VII Paraprofessional	100	3/81	University Degree from El Salvador	None	18	2	0
E.S.L. Teacher	100	9/78	BA Speech/English MS in Edu. (E.S.L.)	NYC E.S.L.	6 1/2	0	6
E.S.L. Teacher	100	9/82	BA German MA German	NYC E.S.L. Reg. Teacher Common Branches	9	0	6
E.S.L. Teacher	100	9/81	BA Social Studies MA Hebrew	NYC E.S.L. DHS NYS French, Social Studies	20	0	5
E.S.L. Teacher Spanish Teacher	20 80	9/78	BA Romance Langs. + Exces. Grad. Credits	NYC Spanish DHS	24	24	10
Spanish Teacher	40	9/68	BA Spanish MA Spanish	NYC Spanish	14	14	2
Spanish Teacher	100	9/70	BA Spanish MA Spanish	NYC Spanish	13	13	0
Bilingual Science Teacher	80	9/81	BS	NYC Bilingual & Reg. General Science/Biology	4	2	0
Bilingual Math Teacher	100	9/80	BA Math, MS Fluid Dyamics & Atmos. Sci	NYC Bilingual Math	10	5	0
Bilingual Social Studies Teacher	100	11/78	MA Ph.D.	Reg. Social Studies NYC Spanish; Bilingual Soc. Stu.	13	2 1/2	0
Educational Assistant	100	2/82			13	6 1/2	6 1/2
Educational Assistant	100	9/82			3	1	1

APPENDIX B

Commercial Materials for Content-Area, E.S.L. and Native Language Classes

THE CASS BILINGUAL PROGRAM (212) 665-1477

SOUTH BRONX HIGH SCHOOL 701 St. ANN'S AVENUE BRONX, N. Y. 10455

JOSEPH N. De JESUS
PRINCIPAL

CHRISTINE J. KICINSKI
TITLE VII PROJECT DIRECTOR

Bilingual Science Books

Biología, Oxenhorn, , Publicaciones Cultural S.A. 1976

Introducción a las Ciencias, Colección Alinorma 1979

Química, Brandwein, Stollberg, and Burnett, Publicaciones Cultural, S.A. 1977

Bilingual Math Books

Elementos de Álgebra para Bachillerato, Drooyan and Wooton Editorial Limusa, 1980

Repaso Matemático, Stein, Allyn and Bacon, 1971

Matemática Vocacional Para el Comercio, Martinka and Rodriguez, Southwestern Publishing Co., 1975

Bilingual Social Studies Books

Historia Antigua y Media, Marban, Minerva Books Ltd., 1965

Historia Moderna y Contemporánea, Marban, Minerva Books Ltd. 1979

Economía Para Todos, Perles and Sullivan, Compañia Editorial, S.A. 1973

Historia del Pueblo de los Estados Unidos, Diaz Cubero, Compania Cultural Editora y Distribuidora de Textos Americanos, S.A. 1981

Spanish Books

Galería Hispánica, Lado, et al, Mc-Graw-Hill, 1971

Español: A Sentirlo, Woodford, et al, Webster Division, McGraw-Hill, 1977

Primer Libro; Segundo Libro; Workbook in Spanish--3 Years, Nassi and Bernstein, Amsco, 1973; 1969; 1966

Leyendas Latinoamericanas, Barlow, National Textbook Co., 1977

Aventuras en la Ciudad, Wald and Deren, Houghton Mifflin Co. 1974

THE CASS BILINGUAL PROGRAM

(212) 665-1477

SOUTH BRONX HIGH SCHOOL 701 St. ANN'S AVENUE BRONX, N. Y. 10455

JOSEPH N. De JESUS
PRINCIPAL

CHRISTINE J. KICINSKI
TITLE VII PROJECT DIRECTOR

ESL Books

Elementary Reader in English, Dixson, Regents Pub. Co., 1971

Graded Exercises in English, Dixson, Regents Pub. Co., 1971

New Horizons in English, I and II, Mellgren/Walker, Addison-Wesley, 1980

Elementary Composition Practice: Book 1, Book 2, Newbury House Publishers, Inc. 1979

Lado English Series, Levels 1 - 4, textbook and workbook, Lado Regents Pub. Co., 1979

No Hot Water Tonight, Bodman and Lanzano, Collier macmillan, 1975

Learning English as a Second Language, White and Martin, Oceana Publications, 1976 (Levels 1 - 4)

English for a Changing World, levels 1 - 6, textbook, workbook & cue book, Scott Foresman, 1977

Writing Power, Graham and Young, Globe Book Co., Inc., 1980

English Step By Step with Pictures, Boggs & Dixson, Regents Pub. Co., 1980

Easy Reading Selections in English, Dixson, Regents Pub. Co.,1971

Comp, Alexander and Cornelius, Longman, Inc., 1978

30 Passages, Byrne and Cornelius, Longman, Inc., 1978

Journeys to Fame, Kieszak, Learning Trends of Globe Book Co., 1978

Lifelines 1, Foley and Pomann, Regents Pub. Co., 1981

All In A Day's Work, Baygell and Ackerman, Learning Trends, 1974

The English Notebook, Yorkey, Minerva Books, Ltd., 1981

Growing in English Language Skills, Finocchario and Lavenda, Regents Pub. Co., 1977

Skits in ESL, Hines, Regents, 1973

Access to ESL, Books 1 and 2, McGraw-Hill, 1974

APPENDIX

Staff Development Activities Outside School

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	Titles of Staff Attending	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Workshops Held Outside School	Chapter I E.S.L. Training Sessions for E.S.L. Teachers & Educational Assistants	E.S.L. Chapter I Office	Various	E.S.L. Teachers and Educational Assistants		X	
Conferences and Symposia	NYS ESOL BEA -- Albany NABE -- Washington, D.C. BESC Career Conference			Project Director		X	X X

APPENDIX D

University Courses Attended by Staff (Professional and Paraprofessional)

Staff	Institution	Courses	Frequency	Applicability of Coursework to Program		
				Hardly	Somewhat	Very
Professional	College of New Rochelle	Teaching E.S.L.: Methods & Materials	Fall Semester			X
		Language Disorders in Children	Spring Semester			X
	Pace University	Organization & Superv. of Reading Language Programs	Summer Session		X	
Paraprofessional	Mercy College	E.S.L. II & III	Fall & Spring			X
		Practicum in Bilingual Ed.	Fall			X

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